

Pine Tree Hill Elementary

938 Bishopville Hwy
Camden, SC 29020

Grades	PK-5 Elementary School	
Enrollment	646 Students	
Principal	John DeFelice	803-422-8970
Superintendent	Herbert M. Berg, Ed.D.	803-432-8416
Board Chair	Dana A. Morris	803-432-4391

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	73	19	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Average	Unsatisfactory	No

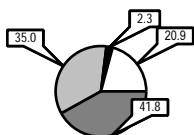
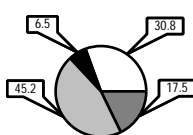
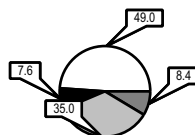
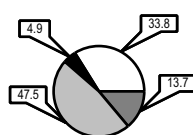
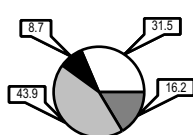
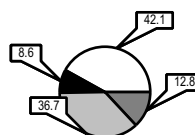
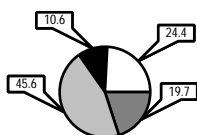
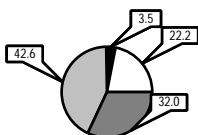
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	279	98.6	20.1	35.5	42.1	2.3	54.1	Yes	Yes
Gender									
Male	150	98.0	25.2	38.1	36.0	0.7	48.2	N/A	N/A
Female	129	99.2	14.2	32.5	49.2	4.2	60.8	N/A	N/A
Racial/Ethnic Group									
White	158	98.1	11.8	29.2	54.9	4.2	64.6	Yes	Yes
African American	111	99.1	30.8	43.9	25.2	0.0	40.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	241	99.6	14.6	37.6	45.1	2.7	58.8	N/A	N/A
Disabled	38	92.1	57.6	21.2	21.2	0.0	21.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	98.6	20.1	35.5	42.1	2.3	54.1	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	272	98.5	19.7	35.4	42.5	2.4	54.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	178	98.9	26.2	42.1	29.9	1.8	43.3	Yes	Yes
Full-pay meals	101	98.0	9.5	24.2	63.2	3.2	72.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	279	100.0	30.9	45.0	17.6	6.5	36.6	Yes	Yes
Gender									
Male	150	100.0	30.5	48.2	13.5	7.8	36.2	N/A	N/A
Female	129	100.0	31.4	41.3	22.3	5.0	37.2	N/A	N/A
Racial/Ethnic Group									
White	158	100.0	17.7	46.3	27.9	8.2	52.4	Yes	Yes
African American	111	100.0	49.5	42.1	4.7	3.7	15.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	241	100.0	24.3	48.2	19.9	7.5	41.2	N/A	N/A
Disabled	38	100.0	72.2	25.0	2.8	0.0	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	100.0	30.9	45.0	17.6	6.5	36.6	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	272	100.0	30.7	44.7	17.9	6.6	37.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	178	100.0	40.6	44.2	10.9	4.2	26.7	Yes	Yes
Full-pay meals	101	100.0	14.4	46.4	28.9	10.3	53.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	279	100.0	48.9	35.1	8.4	7.6	16.0
Gender							
Male	150	100.0	51.8	34.8	6.4	7.1	13.5
Female	129	100.0	45.5	35.5	10.7	8.3	19.0
Racial/Ethnic Group							
White	158	100.0	35.4	42.9	12.9	8.8	21.8
African American	111	100.0	66.4	25.2	2.8	5.6	8.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	241	100.0	43.4	38.5	9.3	8.8	18.1
Disabled	38	100.0	83.3	13.9	2.8	0.0	2.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	100.0	48.9	35.1	8.4	7.6	16.0
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	272	100.0	48.2	35.4	8.6	7.8	16.3
Socio-Economic Status							
Subsidized meals	178	100.0	60.6	28.5	5.5	5.5	10.9
Full-pay meals	101	100.0	28.9	46.4	13.4	11.3	24.7

Social Studies							
All Students	279	100.0	34.0	47.3	13.7	5.0	18.7
Gender							
Male	150	100.0	31.9	53.2	8.5	6.4	14.9
Female	129	100.0	36.4	40.5	19.8	3.3	23.1
Racial/Ethnic Group							
White	158	100.0	23.1	50.3	20.4	6.1	26.5
African American	111	100.0	48.6	43.0	5.6	2.8	8.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	241	100.0	28.8	50.4	15.0	5.8	20.8
Disabled	38	100.0	66.7	27.8	5.6	0.0	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	100.0	34.0	47.3	13.7	5.0	18.7
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	272	100.0	33.5	47.5	14.0	5.1	19.1
Socio-Economic Status							
Subsidized meals	178	100.0	43.6	44.2	8.5	3.6	12.1
Full-pay meals	101	100.0	17.5	52.6	22.7	7.2	29.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	93	100.0	15.9	23.2	51.2	9.8	61.0
	4	85	98.8	20.3	45.6	31.6	2.5	34.2
	5	99	100.0	18.1	53.2	27.7	1.1	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	98.0	12.5	25.0	59.4	3.1	62.5
	4	90	98.9	24.4	39.0	34.1	2.4	36.6
	5	87	98.9	24.7	44.4	29.6	1.2	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	93	100.0	28.0	41.5	22.0	8.5	30.5
	4	85	100.0	21.5	43.0	30.4	5.1	35.4
	5	99	100.0	19.1	47.9	16.0	17.0	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	24.5	54.1	18.4	3.1	21.4
	4	90	100.0	36.1	37.3	18.1	8.4	26.5
	5	87	100.0	33.3	42.0	16.0	8.6	24.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	93	100.0	39.0	37.8	19.5	3.7	23.2
	4	85	100.0	44.3	31.6	15.2	8.9	24.1
	5	99	100.0	42.6	29.8	16.0	11.7	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	43.9	44.9	5.1	6.1	11.2
	4	90	100.0	55.4	24.1	10.8	9.6	20.5
	5	87	100.0	48.1	34.6	9.9	7.4	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	93	100.0	24.4	54.9	11.0	9.8	20.7
	4	85	98.8	30.8	50.0	11.5	7.7	19.2
	5	99	100.0	45.7	38.3	3.2	12.8	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	26.5	58.2	11.2	4.1	15.3
	4	90	100.0	36.1	41.0	19.3	3.6	22.9
	5	87	100.0	40.7	40.7	11.1	7.4	18.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 646)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Up from 3.7%	3.7%	2.8%
Attendance rate	96.7%	Up from 96.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.9%	0.0%	0.0%
Eligible for gifted and talented	18.6%	Down from 20.0%	8.8%	10.4%
On academic plans	38.3%	N/AV	39.9%	33.6%
On academic probation	0.0%	N/AV	1.4%	1.0%
With disabilities other than speech	6.5%	Up from 5.5%	8.4%	7.5%
Older than usual for grade	0.5%	Down from 1.1%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	67.4%	Up from 64.3%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.8%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	2.9%	Up from 2.6%	0.0%	0.0%
Teachers returning from previous year	83.8%	Up from 83.3%	87.3%	87.3%
Teacher attendance rate	95.8%	Up from 90.8%	95.2%	94.9%
Average teacher salary	\$42,250	Down 0.3%	\$42,257	\$42,485
Prof. development days/teacher	6.0 days	Down from 9.6 days	14.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 12.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 17.8 to 1	18.0 to 1	18.6 to 1
Prime instructional time	92.3%	Up from 82.8%	89.7%	89.7%
Dollars spent per pupil*	\$5,834	Up 8.5%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	68.8%	Down from 68.9%	63.3%	64.0%
Percent of expenditures for instruction*	71.5%		69.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Pine Tree Hill Elementary School is to develop academically successful, technologically prepared, competent, responsible lifelong learners by providing a diverse, disciplined, nurturing environment. Pine Tree Hill serves pre-kindergarten through fifth grade with 660 students, 44 teachers, and 39 support staff. The current free and reduced lunch level is 67%.

Pine Tree Hill continues to implement initiatives to assist students who need to be challenged. We also provide additional instructional programs for those who need academic assistance. The grade span served by SOAR, a small group intervention program for struggling readers, was broadened to include first through fifth grade students. Our Curriculum Coach continues to provide assistance and resources to teachers in order to implement best practices in the classrooms and to assess curricular needs school-wide. Two computer labs are in place to support instructional activities and to implement technology in the classrooms. MAPS, a computer generated program, is used to monitor student progress in reading and math and screens performance throughout the year. Funds were used to provide teachers with a team-planning day once each quarter to work collectively on long-range plans and activities to address South Carolina curricular standards.

Pine Tree Hill offered an eleven-week Extended Day Program to provide students with additional instruction and learning activities to assist them in meeting South Carolina PACT standards. These small group settings provided assistance with reading, math, writing, and computer activities. The Extended Day Program served 115 students during the 2005-06 school year.

New activities in the guidance program emphasized character development and student responsibility as chief elements. Some of the needs addressed in small group settings were peer pressure, grief, divorce, and personal responsibility and conduct. Students received personal incentives for positive changes in behavior.

We continue to work with our parents and community through workshops, face-to-face conferences, school publications, and student recognition programs. We strive to develop much needed home and school support for our students and our school.

Pine Tree Hill continues to challenge its students and staff to improve, and it continues to be a school of choice for our attendance area.

John DeFelice, Principal
Melissa B. Stokes, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	81	57
Percent satisfied with learning environment	75.0%	71.3%	78.9%
Percent satisfied with social and physical environment	80.5%	70.0%	80.0%
Percent satisfied with school-home relations	85.0%	79.0%	81.8%

*Only students at the highest elementary school grade level at this school and their parents were included.